



## Strengthening Families/Stronger Together Training Fall 2011



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## New Strengthening Families Programs and Partnerships

### Southeast

- Gold Creek Child Development Center, Juneau
- Peace Health Child Development, Ketchikan
- TLC Child Care/Babes in the Woods, Juneau

### Southcentral

- Rock of Ages Daycare and Learning Center
- South Central Employee Family Center (Bright Horizons)
- Camp Fire: Chinook, Lake Otis, and Airport Heights

### Family Child Care Programs

- Dee's Child-o-Rama
- Early Start Child Care
- Vanessa's Playhouse

### Partnerships

- Homer Partnership
- Ketchikan Partnership



## Homer Training

October 27 – 29, 2011



## Homer Partnership Leadership Team

Name	Title	Organization
Bonnie Betley	Board Member Co-Chair	Birth to Three Families First
Carolyn Norton	Family Advocate	Haven House Child Advocacy Center
Charlie Johanson-Adams	Strengthening Families Alaska Program Manager	Leading EDGE Consulting
Donna Brockschmidt		Head Start
Jill Lush	Executive Director	Birth to Three
Jonathan Teeters	Partnership Manager	Best Beginnings
Karen Shemet	Developmental Specialist	
Margie Scholl	Playgroup Specialist	
Rachel Romberg	Coordinator	Haven House Child Advocacy Center
Shirley Pittz	ECCS Manager	State of Alaska

On October 27, 2011, the Homer Partnership (Families First) Leadership Team convened to learn, connect, and begin building the foundation for the Strengthening Families work ahead. In a session facilitated by Charlie Johanson-Adams, coach for the Homer team, participants engaged in identifying their assets, developed a merged vision, and explored their share core values.

A process was outlined beginning with the completion of the Strengthening Families Self-Assessment and Implementation Plan (*due by Thanksgiving*), and coaching steps to support the follow up plan.

On October 28<sup>th</sup> and 29<sup>th</sup>, members of the partnership and community members were trained in Stronger Together (*see notes beginning on page 4*).

## October 28, 2011 Attendees

Name	Title	Organization
Bonnie Betley	Board Member Co-Chair	Birth to Three Families First
Charlie Johanson-Adams	Strengthening Families Alaska Program Manager	Leading EDGE Consulting
Colleen James	Volunteer	
Crystal Millien	Case Manager	The Center
Donna Brockschmidt		Head Start
Elizabeth Pepper	ECE Student	
Hanna Johnson	Director	Kachemak Kids
Jack Connelly	Counselor	
Julia Kern	Russian Rural Advocate Teacher	
Karen Shemet	Developmental Specialist	
Lolita Brache	Co-Chair	Families First
Margie Scholl	Playgroup Specialist	
PJ Bauer	Community Member	
Rachel Romberg	Coordinator	Haven House Child Advocacy Center
Shirley Pittz	ECCS Manager	State of Alaska
Terri Mach	Teacher/Director	Head Start
Colleen Powers	Consultant	
Emily Flatau	Case Manager	The Center
Gloria Stuart	FAS Trainer	
Jenny Martin	Program Specialist	BBBS
Joshua Romberg	Community Member	
Kim Duggar	Owner/Operator	
Lisa Asselin	Director/Teacher	
Maggie Wyatt	Teacher	
Molly Stonorov	Director, Children's Program	The Center
Sharon Whytel	Coordinator	MAPP

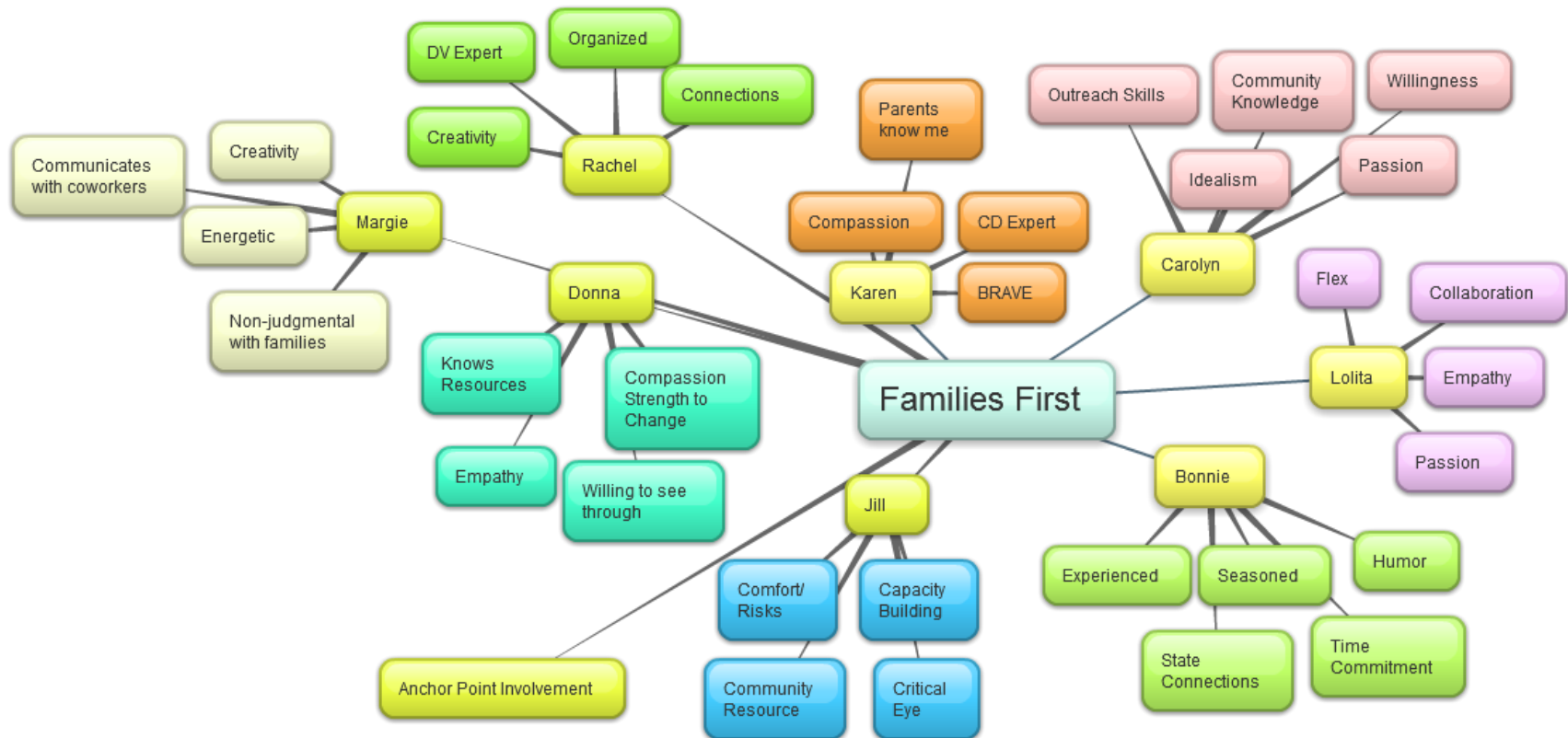
## October 29, 2011 Attendees

Name	Title	Organization
Bonnie Betley	Board Member Co-Chair	Birth to Three Families First
Charlie Johanson-Adams	Strengthening Families Alaska Program Manager	Leading EDGE Consulting
Colleen Powers	Consultant	
Elizabeth Pepper	ECE Student	
Gloria Stuart	FAS Trainer/Parent Advocate	
Hanna Johnson	Director	Kachemak Kids
Jack Connelly	Counselor	
Jenny Martin	Program Specialist	BBBS
Jill Lush	Director	Birth to Three
Joshua Romberg	Community Member	
Julia Kern	Russian Rural Advocate Teacher	
Karen Shemet	Developmental Specialist	
Kim Duggar	Owner/Operator	
Lisa Asselin	Director/Teacher	
Lolita Brache	Co-Chair	Families First
Magdalena Wyatt	Preschool Teacher	
Margie Scholl	Playgroup Specialist	
Natalie Betley	Assistant	
PJ Bauer	Community Member	
Shirley Pittz	ECCS Manager	State of Alaska
Terri Mach	Teacher/Director	Head Start

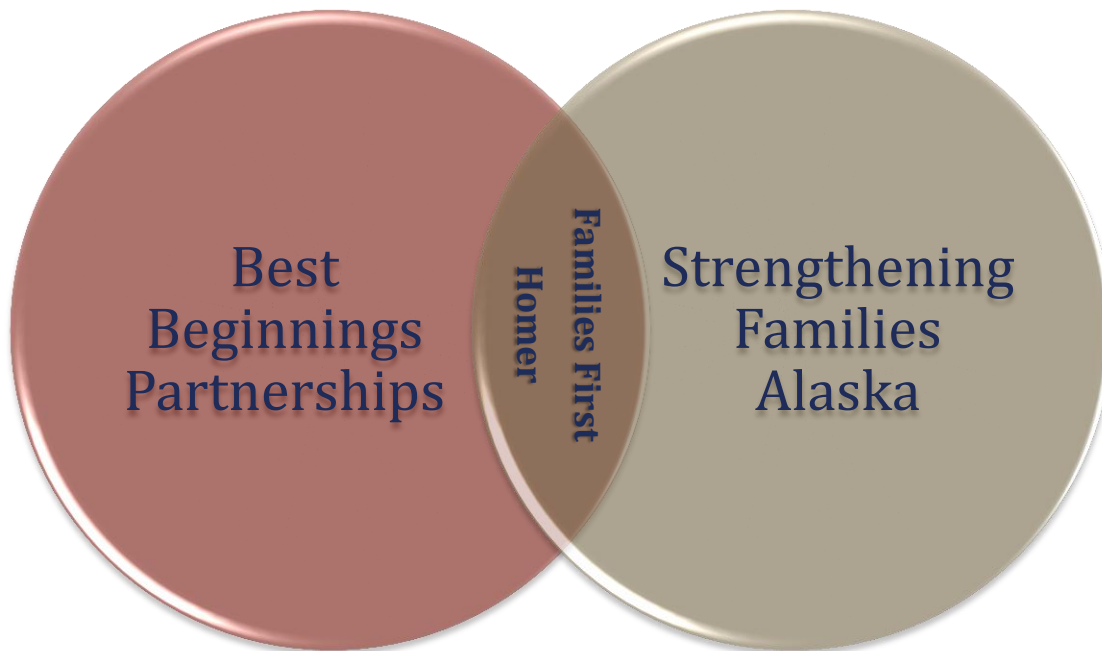


## SF Leadership Team Assets Map

Team members completed the map by identifying the assets they brought to the SF Leadership Team.



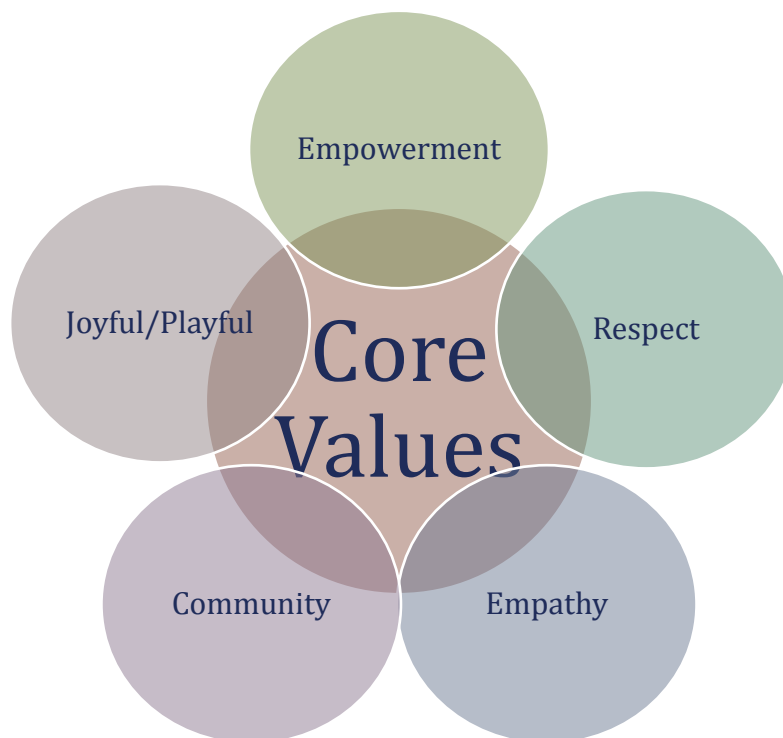




**Vision**

*Families Wrapped by a Caring Community*

**Core Values**



### **Strengthening Families: Alaska's New Partnership – Homer**

Families First Strengthening Families (funded through UAA)

- Leadership Team (8 members)
  - Local lead: Jillian Lush: [homerilp@yxz.net](mailto:homerilp@yxz.net): 907.235.6044
- Self-Assessment
  - 2-3 strategies embedded plan
- Implementation Plan
  - Completed by November 24, 2011
- Coaching for the Implementation Plan
  - 44 hours over the next 7 months
  - On-site, videoconferencing
    - Frequent contact with Charlie; at least monthly
  - Teleconferencing – BB monthly call (15 minutes for SF check-in)

#### Support Team

*Strengthening Families (SF) Coach*

Charlie Johanson-Adams, SF Program Manager | [charlieja@mtaonline.net](mailto:charlieja@mtaonline.net) | 907.688.3342

*Best Beginnings (BB) Partnership Coordinator*

Jonathan Teeters | [jteeters@bestbeginningsalaska.org](mailto:jteeters@bestbeginningsalaska.org) | 907.903.8695

*State SF Director*

Shirley Pittz | [shirley.pittz@alaska.gov](mailto:shirley.pittz@alaska.gov) | 907.269.8923

## Anchorage Training

November 1-2, 2011



Three individual programs were selected as Strengthening Families sites:

- Bright Horizons Birth to Five Child Care Program, Anchorage
- Camp Fire: Three before/after school programs, Anchorage
- Rock of Ages Birth to Five Child Care Program, Wasilla

The Leadership Team members of each of these programs met previously for the orientation and leadership training with their coaches, Sheila Wray and Monica Luther. Each program designed their vision and explored their core values and are in the process of submitting them.

Combined, the programs determined their working agreements, identified their team leads, and began completing the Self-Assessment and Implementation Plan.

## November 1 & 2, 2011 Stronger Together Training Attendees

Name	Title	Organization
Aimee Wedemeier		Camp Fire
Bev Ray		Rock of Ages
Brenda Goulet		Camp Fire
Charlie Johanson-Adams	Strengthening Families Alaska Program Manager	Leading EDGE Consulting
Cheryl Cunningham		Rock of Ages
Chris Sturm		UAA's Center for Human Development
Dan Piaskowski		Camp Fire
Deb Hamilton		Mat-Su Borough School District
Desiree Thomas		Dee's Childorama
Jen Clark		Southcentral Foundation Employee Family Center
Kathy Kline		Thread
Larry Johns		Camp Fire
Marissa Fairbanks		thread
Mischellean Wittock		Southcentral Foundation Employee Family Center
Monica Luther		thread
Myrna Da Cota		Camp Fire
Renee Honemann		Camp Fire
Renee Wilson		thread
Rozel Auelua		RurAL CAP, Head Start
Sheila Wray	Strengthening Families Coordinator	thread
Shirley Pittz	ECCS Manager	State of Alaska
Tammy Sandoval		Child Welfare Academy
Tessa Rhyner		Camp Fire

## Working Agreements

- Take care of your needs
- Get what you want from this training
- Pass
- Step up, step back
- No dumb questions
- Inquiring mind
- “I” statements
- Cell phones on vibrate
- Confidentiality
- Start on time

## Strengthening Families: Alaska’s New Programs – Southcentral

- Leadership Team (4 members, or more)
  - Local leads:
    - Tess Rhyner (Camp Fire, Anchorage)
    - Mischellean Wittrock (Southcentral Foundation Employee Family Center)
    - Cheryl Cunningham (Rock of Ages, Wasilla)
    - Desiree Thomas (Dee’s Childorama, Anchorage)
- Self-Assessment (2-3 strategies, online)
  - Project
  - Individual agency
  - Individual
- Implementation Plan
  - Due November 24, 2011
- Coaching for the Implementation Plan
  - SF Coaching: 44 hours/8 months
  - Alaska TACSEI Coaching: 24 hours/8 months

## Support Team

### *SF Coaches*

Sheila Wray, [swray@threadalaska.org](mailto:swray@threadalaska.org) |

Monica Luther, [mluther@threadalaska.org](mailto:mluther@threadalaska.org) |

### *Alaska TACSEI Coaches*

### *SF Program Manager*

Charlie Johanson-Adams, SF Program Manager | [charlieja@mtaonline.net](mailto:charlieja@mtaonline.net) | 907.688.3342

### *State SF Director*

Shirley Pittz | [shirley.pittz@alaska.gov](mailto:shirley.pittz@alaska.gov) | 907.269.8923

During the Stronger Together training, the Protective Factor “walk about” produced the following.

### **Knowledge of Child and Family Development**

<b>Parent</b>	<ul style="list-style-type: none"><li>❖ Understand what is developmentally appropriate</li><li>❖ Learn practices to best meet my child’s needs</li><li>❖ Tell teachers and programs what works with my child</li><li>❖ Share culturally specific parenting practices</li><li>❖ Share family practices for raising my child</li><li>❖ Give teachers ideas I have about classroom activities</li></ul>	<ul style="list-style-type: none"><li>❖ Attend parent meetings/trainings</li><li>❖ Be involved in what is going on in the center/program/classroom Ask questions and share my concerns</li><li>❖ Share areas of struggles and ways to help the child grow</li><li>❖ Have roundtables to share/learn new tools to use with my child</li><li>❖ Active interest and involvement in child’s activities</li></ul>
<b>Administrator</b>	<ul style="list-style-type: none"><li>❖ Expect staff to engage parents positively</li><li>❖ Provide time, space and funds for staff learning opportunities</li><li>❖ Mandate all staff know child development</li><li>❖ Celebrate children’s accomplishments/milestones</li><li>❖ Offer parenting classes in every program</li><li>❖ Teach staff to work with children</li><li>❖ Meet the parent and family at their level and understanding of children</li></ul>	<ul style="list-style-type: none"><li>❖ Understand family culture and traditions</li><li>❖ Family friendly policy and procedures</li><li>❖ Offer specific/relevant parent trainings (i.e. potty training)</li><li>❖ Model good behaviors with parents mentoring</li><li>❖ Provide staff with resources to share with families</li><li>❖ Trainings for staff around culturally relevant behavior management</li></ul>
<b>Teacher</b>	<ul style="list-style-type: none"><li>❖ Brown bag lunch sessions about developmental milestones of children your class (i.e. potty training, biting, etc.)</li><li>❖ Having age appropriate expectations of children</li><li>❖ Share information with parents about child’s accomplishments in class related to developmental milestones</li><li>❖ Have materials available to parents regarding development</li><li>❖ Periodically distribute information regarding “why kids do what they do” to all parents. Engage parents in conversation about the information</li><li>❖ Trainings</li></ul>	<ul style="list-style-type: none"><li>❖ Provide information on child development in classroom newsletter</li><li>❖ Developmentally appropriate materials</li><li>❖ Library: people could check out resources</li><li>❖ Know expectations of children</li><li>❖ Web forum for parents to send in questions and receive answers</li><li>❖ Continue education for professional development</li><li>❖ Check in with families about parenting topics. Post a place for parents to ask questions anonymously that you can answer to the group</li></ul>



**Home  
Provider**

- ❖ Have adult appropriate areas for parents to connect
- ❖ Reassurance that behaviors are normal
- ❖ Have age appropriate toys and chairs available (outside, too)
- ❖ Take classes or training to know what is age appropriate and allow parents to attend, too
- ❖ Provide written resources for parents regarding child development
- ❖ Environment allows for better learning transfer to parent due to similar conditions
- ❖ Give parents ASQ to fill out at home
- ❖ More personal knowledge exists in the area of family development
- ❖ Ask parent's and child's preferences and behavioral norms
- ❖ Create portfolios for each child and share with parent to expand document program

## Social Connections

<b>Parent</b>	<ul style="list-style-type: none"> <li>❖ Share, laugh, have fun</li> <li>❖ Share humorous stories; laughter brings joy!</li> <li>❖ Ask for advice from other parents in similar situations</li> <li>❖ Attend: gatherings, chats, and functions where other parents are present</li> <li>❖ Find connections and build a support group</li> </ul>	<ul style="list-style-type: none"> <li>❖ Parent night driven by the parents and their needs to create those social events</li> <li>❖ Develop relationships with other parents and staff</li> <li>❖ Find common ground with others – feel supported               <ul style="list-style-type: none"> <li>○ Car pool and playgroups</li> </ul> </li> <li>❖ Share my talents – inquire about others</li> </ul>
<b>Administrator</b>	<ul style="list-style-type: none"> <li>❖ Create programming and expectations to involve parents as part of program (i.e. one family night per month)</li> <li>❖ Provide trainings for staff to involve parents – give staff examples of how to involve parents</li> <li>❖ Flexible scheduling for staff to work in evenings</li> <li>❖ Parent/staff interactive family/center board</li> <li>❖ Parent “chat” nights</li> </ul>	<ul style="list-style-type: none"> <li>❖ Organize social events generated from parent/child interest</li> <li>❖ Commit to direct parent connections (coffee/donut)               <ul style="list-style-type: none"> <li>○ In a parent room/gathering area</li> </ul> </li> <li>❖ Rewards to staff for creative ways to enhance social connections</li> <li>❖ Community events board/newsletter               <ul style="list-style-type: none"> <li>○ Feature new families in some way</li> </ul> </li> <li>❖ Introduce parents to one another. Help them find common ground</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>❖ Question of the day board? (i.e. what is your favorite hobby?)</li> <li>❖ Community Council</li> <li>❖ Introduce parents to each other during drop off and pick up</li> <li>❖ PTA</li> <li>❖ Introduce parents to each other, common interests</li> <li>❖ Community partners</li> <li>❖ Recommend parents for parent leadership team</li> <li>❖ Suggestion box</li> <li>❖ Parent to school day (opposite of “child to work day”)</li> <li>❖ Social phone book</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ice cream socials</li> <li>❖ Pictures of families in the classroom</li> <li>❖ Learn names of parents/guardians</li> <li>❖ Game or events to highlight similarities in families</li> <li>❖ Partner with other agencies to host an event in the community</li> <li>❖ Have volunteer days when parents can help facilitate an activity</li> <li>❖ Let parents know about community events you know that other families are attending</li> <li>❖ Have classroom lunches, snacks, etc. where parents are invited quarterly in your classroom</li> </ul>

**Home  
Provider**

- ❖ Help parents get connected with others sharing interest
- ❖ Parent night
- ❖ Setting up monthly breakfasts to provide opportunities for parents to network with each other
- ❖ Provide developmental information during intake and transition meetings
- ❖ Make a family book and encourage each family to make a page
- ❖ Parents tend to linger and talk which allows for overlap with other parent arrivals. Provider can intentionally facilitate small group connections
- ❖ Let them know about family events in the community
- ❖ Have a place where parents can chat
- ❖ “Parent game night” (childcare provided)
- ❖ Have children make dinner, invite parents to stay and take home at the end of the day
- ❖ “Guests” that come and do activities as well as make parents aware of services available

## Parental Resilience

<b>Parent</b>	<ul style="list-style-type: none"> <li>❖ Find joy!</li> <li>❖ Take a break!</li> <li>❖ Always ask for H.E.L.P.</li> <li>❖ REST: <b>R</b>eally <b>E</b>ssential <b>S</b>elf <b>T</b>ime</li> <li>❖ Take a step back and assess the situation..go through the checklist and figure out what's wrong</li> <li>❖ Peer connections: reach out</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ask for resources</li> <li>❖ Focus on my strengths</li> <li>❖ Find out about child development</li> <li>❖ Use developmentally appropriate practices</li> <li>❖ Take opportunities to: learn, share, grow</li> </ul>
<b>Administrator</b>	<ul style="list-style-type: none"> <li>❖ Link families with each other: "family area"</li> <li>❖ Empower families: acknowledge strengths</li> <li>❖ Develop online chats</li> <li>❖ Expect staff to know families and always be supportive</li> <li>❖ Opportunities to: chat, build relationships, connect with support systems (family, friends), parent room with resources</li> <li>❖ Parent training</li> <li>❖ Create respite programs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Humor board about raising children or focuses on the positive of parenting</li> <li>❖ Empower teachers to praise parents</li> <li>❖ Find/identify community partners to help give families resources, especially during stressful moments</li> <li>❖ Reassure parents through difficult parenting moments. Share your own stories or share resources</li> <li>❖ Help parents see their strengths: "It's so nice that you always encourage Jay to say thank you. He always says it when I bring him something."</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>❖ Take time to meet with parents when they have suggestions, concerns or questions</li> <li>❖ Highlight family/parent accomplishments in newsletter or on bulletin board</li> <li>❖ Acknowledge accomplishments of families</li> <li>❖ Provide information about development and positive parenting</li> <li>❖ Encourage parent to parent friendships</li> <li>❖ Provide positive role modeling</li> <li>❖ Build up current resource library</li> <li>❖ Ask parents to volunteer at site</li> <li>❖ De-stressor ideas</li> <li>❖ Encourage parents to join community projects</li> <li>❖ Highlight child's strengths as the parent/family's strengths and accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>❖ Active listening</li> <li>❖ Document small child progress or accomplishments for them to give hope</li> <li>❖ Ask them if they have ideas</li> <li>❖ Share funny or touching story from the child's day</li> <li>❖ Come to the m with solutions to challenges in the classroom; ideas you'd like to try</li> <li>❖ Let them know they are doing a good job and we are in this together</li> <li>❖ Invite parents into the class to participate in program</li> <li>❖ Make parents feel welcome by letting them know about their child's accomplishments</li> <li>❖ Compliment parents on their strengths</li> </ul>

**Home  
Provider**

- ❖ Give positive messages about child
- ❖ Give positive encouragement about parenting skills
- ❖ Ask what you can do to help
- ❖ Inquire as to needs
- ❖ Listen and pay attention when talking
- ❖ Encourage
- ❖ Build relationship
- ❖ Ask about their day
- ❖ Connect with other parents
- ❖ Personal attention
- ❖ Be cognizant of changes in parent/family
- ❖ Ask them to share their successes and talents
- ❖ Increased awareness of challenging factors
- ❖ Give parents positive feedback
- ❖ Have extra clothing, diapers, etc. available
- ❖ Offer cooked meal to take home

## Social and Emotional Development

<b>Parent</b>	<ul style="list-style-type: none"> <li>❖ Talking with provider about child's social involvement</li> <li>❖ Taking child to park for play</li> <li>❖ Find out about socialization opportunities at school and in the community</li> <li>❖ Understand why my child is developing at a certain age</li> <li>❖ Encourage my child using their self-help skills</li> <li>❖ Share with program how we promote this at home</li> <li>❖ Practice social skills</li> </ul>	<ul style="list-style-type: none"> <li>❖ Help my child understand their feeling and express them appropriately</li> <li>❖ Love</li> <li>❖ Letting children learn from experience and processing experience with them</li> <li>❖ Get to know my child's friends in school; set up a play date with their friends</li> <li>❖ Find out how my mental health affects my child</li> </ul>
<b>Administrator</b>	<ul style="list-style-type: none"> <li>❖ Provide parents with information about challenging and age appropriate information</li> <li>❖ Positive guidance trainings</li> <li>❖ Be a role model through interactions with teachers</li> <li>❖ Develop support groups for parents</li> <li>❖ Expect staff to know positive behavior supports</li> <li>❖ Provide professional growth opportunities for staff</li> </ul>	<ul style="list-style-type: none"> <li>❖ Offer parenting classes</li> <li>❖ Create curriculum and programming around parent involvement so child and parent have opportunities for social/emotional development together</li> <li>❖ Ensure that your "center/program" creates a warm, safe, healthy learning environment that supports social/emotional development</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>❖ Intentional teaching of social/emotional skills</li> <li>❖ Evaluate classroom management</li> <li>❖ Role model appropriate social/emotional language – give kids words to use</li> <li>❖ Have a quiet area for children to go decompress</li> <li>❖ Put up visual schedule</li> <li>❖ Institute super friends</li> <li>❖ Have headphones for children</li> <li>❖ Validate feelings: "It's ok to feel angry, but you cannot hit me."</li> <li>❖ Observations</li> <li>❖ Listen when children tell you their feelings. Name feelings: "I see that you are angry."</li> <li>❖ Post visual helps</li> <li>❖ Encourage children's attempts and when they persist in difficult relationships or task</li> </ul>	<ul style="list-style-type: none"> <li>❖ Accepting environment so children are comfortable with themselves</li> <li>❖ Develop short skits or puppet shows with children to learn skills for success</li> <li>❖ Allow children adequate time for social experiences</li> <li>❖ Role model appropriate social interactions</li> <li>❖ Talk about friendships – how to be a super friend; qualities of being a friend</li> <li>❖ Use positive language – tell them what they can do vs. can't do</li> <li>❖ Talk about feelings</li> <li>❖ Role model positive social interactions when talk with coworkers, parents and kids</li> <li>❖ Teach kids how to manage their feelings when angry, frustrated, etc.</li> </ul>

**Home  
Provider**

- ❖ Model social skills for children and parents
- ❖ Encourage children to name their feelings
- ❖ Offer parents information on SE development
- ❖ Share with parents how I foster those skills in my daily routines
- ❖ Let parents know who child's friends are. Pictures of them playing together
- ❖ Post pictures of families.
- ❖ Use visual schedules for routines
- ❖ Know appropriate SE skills for age. Share with families and reinforce (model) with children Model coping skills and ways to express emotions
- ❖ Develop relationships with the kids
- ❖ Help foster relationships between the kids
- ❖ Natural home environments
- ❖ Encourage peer mentoring



## Concrete Supports in Times of Need

<b>Parent</b>	<ul style="list-style-type: none"> <li>❖ Develop a plan to meet with support group as often as needed</li> <li>❖ Speak with provider about available resources</li> <li>❖ Request additional care for child</li> <li>❖ Call a friend</li> <li>❖ Be open to others' offer of help and suggestions/offers</li> </ul>	<ul style="list-style-type: none"> <li>❖ Seek out help before things get too out of control</li> <li>❖ It's ok to ask for help</li> <li>❖ Let others know what "concrete help: I need</li> <li>❖ Tell provider what is going on</li> </ul>
<b>Administrator</b>	<ul style="list-style-type: none"> <li>❖ Create a food pantry donated by staff/families</li> <li>❖ Have an updated list of community resources</li> <li>❖ Clothing swaps/donations</li> <li>❖ Apply for grants to support program growth</li> <li>❖ Rides to and from family events</li> <li>❖ Creative budgeting to expand service areas</li> <li>❖ Connections to supports within community: energy assistance, housing assistance, families in transition</li> <li>❖ Organize babysitting co-ops</li> <li>❖ Fundraiser</li> <li>❖ Outreach to politicians</li> </ul>	<ul style="list-style-type: none"> <li>❖ Work with community partners to assure no duplication of services</li> <li>❖ PSA's asking for funds</li> <li>❖ Provide a confidential way for parents to access information about resources (online?)</li> <li>❖ Educate yourself on local resources</li> <li>❖ Be available to parents and follow up</li> <li>❖ Know what community need/support looks like. Don't assume what it is (community assessment)</li> <li>❖ Create environment where asking for help is ok</li> <li>❖ Make community connections so I can personally connect family with help when they need it</li> </ul>
<b>Teacher</b>	<ul style="list-style-type: none"> <li>❖ Keep pursuing professional development for learning way to identify early signs of crisis</li> <li>❖ Create a readily accessible resource list</li> <li>❖ Learn who the community support are and the best way to reach them</li> <li>❖ Make yourself available for meetings with parents</li> <li>❖ Offer materials of area services</li> <li>❖ Call/touch base with parents when children seem "off" sooner rather than later. Let parents know when children share information about situation</li> <li>❖ Ask family what needs are</li> <li>❖ Be a good listener</li> <li>❖ Know where resources are located</li> <li>❖ Offer resources, children's books on the subject. Read them to the child. Offer family meeting</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand child and family need extra time, efforts, resources right now</li> <li>❖ Know what resources offer and basic qualifications</li> <li>❖ Have mildly ill care available</li> <li>❖ Schedule a time to meet with a parent why you can give them attention</li> <li>❖ Have spare clothes and winter gear available in classroom</li> <li>❖ Information about community events: Salvation Army Christmas, Thanksgiving meal, supplies, etc. available in classroom.</li> <li>❖ Referrals to community agencies and school district services</li> <li>❖ Acknowledge gratitude in their sharing with you may have been difficult to do. Highlight as a strength</li> <li>❖ Let child know is lucky to have as a parent offer encouragement</li> </ul>

**Home  
Provider**

- ❖ Date night
- ❖ Find resources in community to share with parents
- ❖ Be a good listener
- ❖ Develop relationship with family
- ❖ Offer assistance/inquire about needs
- ❖ Connect family with resources
- ❖ Check in daily with parents
- ❖ Share own struggles as a parent
- ❖ Help parents to know each other
- ❖ Ask parents what they need
- ❖ Share information on community events that would provide networks
- ❖ Make list of babysitters for after-hours care that might be needed
- ❖ Extended hours of operation if/when needed
- ❖ Sick child care

## Fairbanks Training November 4-5, 2011

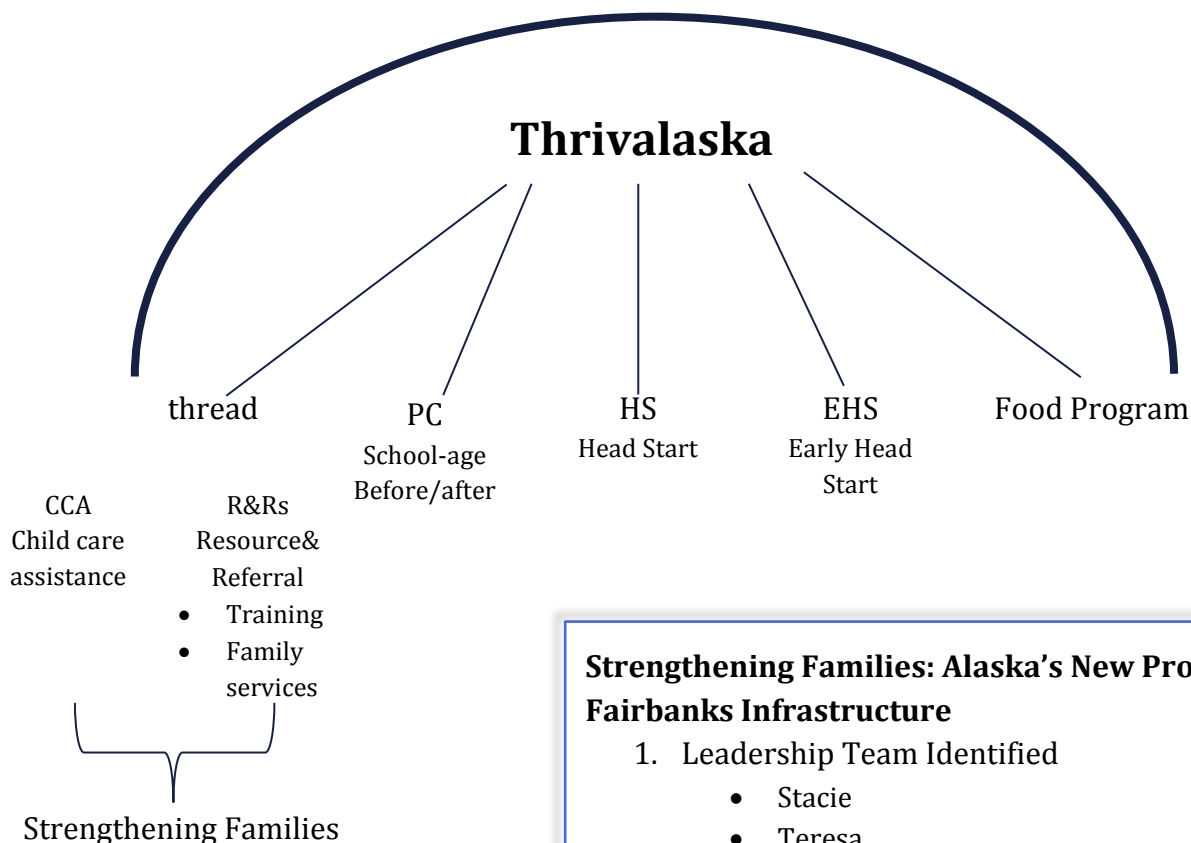


The Fairbanks Thrivalaska team will be building their Strengthening Families infrastructure over the course of the next eight months. This process will include the completion of a SF Self-Assessment and development of an Implementation Plan with strategies to embed and build their Strengthening Families training program. Charlie Johanson-Adams will coach the Fairbanks team. The leadership team will meet on December 5<sup>th</sup> and 6<sup>th</sup> to begin the process.

#### **November 4, 2011 Stronger Together Training Attendees**

<b>Name</b>	<b>Title</b>	<b>Organization</b>
Kelly Doughty (SF Leadership Team)		thread
Robin Schrand (SF Leadership Team)		thread
Stacie Dublin (SF Leadership Team)		thread
Teresa Tomlison (SF Leadership Team)		
Angie Martinez		thread
Bonnie Adams		CCA
Charlie Johanson-Adams	Strengthening Families Alaska Program Manager	Leading EDGE Consulting
Chelsei Erickson		
Hillary Fleming		
Michelle Kates		
Michelle Williams		
Nicole Creek		FNA/EHS
Pam Walker		
Shirley Pittz	ECCS Manager	State of Alaska
Steve Anastasia		Denali Preschool Learning Center
Susan Campbell		Thrivalaska
Tedesse Chala		FNA/EHS

On November 5, 2011, the Fairbanks Thrivalaska team helped their coach identify the current structure of their program. With the help of all 11 team members, a discussion on what “infrastructure development” means and how it will occur led the conversation. As an orientation, the coach outlined the six steps below.



### Strengthening Families: Alaska’s New Program Fairbanks Infrastructure

1. Leadership Team Identified
  - Stacie
  - Teresa
  - Robin
  - Kelly
2. SF Leadership Team Training  
Vision, core values, team attributes (Dec. 5/6)
3. Self-Assessment (completed as a team by November 23)
4. Implementation Plan (completed by Dec. 6)
5. Do it - coaching support (Dec. 7 – May 15)
6. Evaluate it (ongoing) May/June

### Support Team

*Strengthening Families (SF) Coach*

Charlie Johanson-Adams, SF Program Manager | [charlieja@mtaonline.net](mailto:charlieja@mtaonline.net) | 907.688.3342

*State SF Director*

Shirley Pittz | [shirley.pittz@alaska.gov](mailto:shirley.pittz@alaska.gov) | 907.269.8923

With full participant input, the following SF principle thoughts were captured during a discussion on “what does this mean to you?”

### **Family Strengths**

- Listening – one-to-one
- Compassionate
- Trainings
  - Families
  - Providers
- Support
- Parents identify their own strengths
- Communication workshop for parents and providers
- Resource for parents and providers
- Parents make the call:
  - First step
  - Risk
  - Bravery
- Positive word exchange
- Recognizing positive
- Positive encourage to think about
- Listen
- Smiling
- Positive feedback about children
- Ask questions and listen, show interest
- Ability to share
- Time
- Trust
- Eye contact
- Smile
- Help someone reach their goal
- Communication, persistence
- Be there
- Meet them where they are
- Cheerleaders
- Work form their goals

### **Social Support**

- Open houses (holiday) for the whole community
- Special family focused events
- Movie nights
- Playgroups/baby gyms; parent-to-parent interaction
- Parent directed activities
- Bait with good door prizes
- Email – social media
- Church/religious support systems
- Expectant parent support group/forums

## **Hope and Joy**

- Discover what brings hope and joy to others I work with
- Snowball fight with first moist snow
- Pictures of children/grandchildren
- Pictures of us as children – guess who it is?
- Sharing craft ideas
- Sharing creativity Sharing skills
- Potluck for staff

## **Cultural Competence**

- Listening
- Compassion
- Respect
- Open-minded
- Nonjudgmental
- Sensitive
- Experience sharing
- Educate
- Family night
- Holidays
- Meals
- Sports
- Music
- Art
- Traditions/clothing
- Language
- Religion
- Education needs

## **Shared Power**

### **What we do now?**

- Teaching clients their R&R's
- Show accountability
- Promote self-sufficiency
- Show that we are family based
- The ability to administer review or fair hearing
  - Parents have options when they feel unheard
- Show awareness – we are interested!

### **What can we do?**

- Implement consistency on procedures
- Ask questions: what does a client need to maintain self-sufficiency?
- Show trust: we are on their side
- Encourage growth and support
- Lessen hand holding

## **Family Driven**

- Asking parents' opinion:
  - Suggestion box
  - Questionnaire
  - Parent teacher conferences
- Family based activities
- Family driven community café
  - Dinners
- Ask children what they would like to do



## Parental Resilience

<b>Parent</b>	<ul style="list-style-type: none"><li>❖ Open-minded, take time for yourself</li><li>❖ Building trust in family members and self by using games and storytelling</li><li>❖ Teach children and family to be open and understanding within the homes</li><li>❖ Talk openly with my family (spouse) about what is going on within our home. Make a comfortable environment</li></ul>	<ul style="list-style-type: none"><li>❖ Give my child something I don't let them play with to show them I trust them with it. Give them a job I trust them with.</li><li>❖ Take deep breath during crisis.</li><li>❖ This too shall pass!</li><li>❖ Take time outs for self</li><li>❖ Ask for help</li></ul>
<b>Direct Service</b>	<ul style="list-style-type: none"><li>❖ Provide support to help parents receive time away from children in order to regroup or have down time</li></ul>	<ul style="list-style-type: none"><li>❖</li></ul>
<b>Referral service</b>	<ul style="list-style-type: none"><li>❖ Connect parents and care providers with experts</li><li>❖ Create workshop/training to teach best practices/strategies to improve resilience</li></ul>	<ul style="list-style-type: none"><li>❖ Identify an state issues</li><li>❖ Brainstorm to find answers (see "concrete supports in times of need")</li></ul>

## Social Connections

<b>Parent</b>	<ul style="list-style-type: none"> <li>❖ Family gatherings</li> <li>❖ Family night</li> <li>❖ Workshops</li> <li>❖ Promote external and internal relationships</li> <li>❖ Getting involved with a mom's group by calling RCPC or talking to friends of family or church group</li> <li>❖ Take my children to McDonald's play place</li> </ul>	<ul style="list-style-type: none"> <li>❖ Relationships: <ul style="list-style-type: none"> <li>○ Friends –dinner</li> <li>○ Family play dates</li> </ul> </li> <li>❖ Neighbors – neighborhood party</li> <li>❖ Talk to a neighbor</li> <li>❖ Go to the library</li> <li>❖ Ask another parent from child care to a play date</li> </ul>
<b>Direct Service</b>	<ul style="list-style-type: none"> <li>❖ Promote social connections with parents from within my direct services</li> </ul>	<ul style="list-style-type: none"> <li>❖ Rally</li> <li>❖ Set up community café, web page, etc.</li> </ul>
<b>Referral service</b>	<ul style="list-style-type: none"> <li>❖ Create a resource guide that highlights "best practices" or successful strategies</li> <li>❖ Organize family focused traveling shows/play that has Strengthening Families ideas embedded in it.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provide grants that foster activities for families and kids</li> <li>❖ Bring parents and providers together to open friendly relations and to discuss/resolve concerns or stumbling blocks between them</li> </ul>

## Concrete Supports in Times of Needs

<b>Parent</b>	<ul style="list-style-type: none"> <li>❖ Giving food/toys/whatever needed to everyone</li> <li>❖ Offering help with money, rides, etc.</li> <li>❖ Think of emergency situations and place them in practice (i.e. write numbers for children, inform of what children and family should do during crisis or emergency such as fire)</li> <li>❖ Be open to outside support (i.e. AA if one of us has a problem)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Work with my spouse to make sure we are providing basic needs for our children</li> <li>❖ Family - ask or help from spouse or children</li> <li>❖ Call a friend</li> <li>❖ Reach out to friends/family – "hugs"</li> <li>❖ Just being able to de-stress without judgment</li> </ul>
<b>Direct Service</b>	<ul style="list-style-type: none"> <li>❖ Hugs</li> </ul>	<ul style="list-style-type: none"> <li>❖ My therapist phone number</li> </ul>
<b>Referral service</b>	<ul style="list-style-type: none"> <li>❖ Embed what in R&amp;R program to promote concrete support</li> <li>❖ Be able to share all aspects of provider issues with clients</li> <li>❖ Discuss exorbitant costs of child care that cause parents efforts to fail</li> </ul>	<ul style="list-style-type: none"> <li>❖ Recruit parents to become providers</li> <li>❖ Refer</li> <li>❖ Work as an intermediary between aid groups/families and care centers</li> </ul>

## Knowledge of Child and Family Development

<b>Parent</b>	<ul style="list-style-type: none"> <li>❖ Grandparents, elders – other parents parenting classes</li> <li>❖ Child development courses/seminars</li> <li>❖ Parent-teacher conferences</li> <li>❖ Sharing parenting knowledge/resources but not by teaching, but by osmosis – invite places where good things happen</li> <li>❖ Teach siblings various stages that their brothers or sisters may be in</li> <li>❖ Tailor discipline to meet child's individual needs</li> <li>❖ Classes for “new” parents</li> <li>❖ Read</li> </ul>	<ul style="list-style-type: none"> <li>❖ Family learning “together time”</li> <li>❖ Talking with teachers about kids</li> <li>❖ Observe others</li> <li>❖ Ask others what they do</li> <li>❖ Take classes</li> <li>❖ Read books, take classes on child age level</li> <li>❖ Visit child in classroom</li> <li>❖ Not raising my kids based on how my husband or I have been raised/disciplined. Trying different strategies and deciding together what has the best results for our kids</li> </ul>
<b>Direct Service</b>	<ul style="list-style-type: none"> <li>❖ Internet colleagues</li> <li>❖ Keep abreast of current child and family development theories and models</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learn the story well and the real cause</li> <li>❖ Involve family and children</li> </ul>
<b>Referral service</b>	<ul style="list-style-type: none"> <li>❖ Help providers with alternatives to “road blocks”</li> <li>❖ Experienced with children via phone dialogue or by connecting them with experts</li> <li>❖ Hold seminar/discussion group about child raising techniques</li> <li>❖ Connect providers with subject matter experts</li> <li>❖ Provide training about topics for parents/providers</li> </ul>	<ul style="list-style-type: none"> <li>❖ Spend more time with parents and children to chat and monitor changes faced “along the way”</li> <li>❖ Regular open dialogs with parents and kids</li> <li>❖ Brainstorm and cover all areas of development. Don't leave up to parents to introduce topic</li> <li>❖ Welcome and go the mile to refer to the right agency</li> </ul>

## **Social & Emotional Development**

<b>Parent</b>	<ul style="list-style-type: none"><li>❖ Casual conversation time. Coffee time where parents bring ideas</li><li>❖ Provider where family share experience</li><li>❖ Provide a supportive environment for my child and grandchildren</li><li>❖ Communicate with my care provider about what is going on with my child's life</li><li>❖ Give my child chances to explore his or her world and be there for them</li></ul>	<ul style="list-style-type: none"><li>❖ Looking at my child as an individual that requires specific needs</li><li>❖ Take classes that broaden my knowledge on development</li><li>❖ Promote use of words instead of acting out</li><li>❖ Develop strategies to diffuse problems or anger issues</li><li>❖ Network with other parents/families</li></ul>
<b>Direct Service</b>	<ul style="list-style-type: none"><li>❖ Find out the needs of the family of the children that come in contact with my direct services</li><li>❖ Offer social and emotional classes through my direct services job</li><li>❖ Using words</li></ul>	<ul style="list-style-type: none"><li>❖ Speak positively and build my child's character</li><li>❖ Plan activities with (that include) parents in social, emotional development</li><li>❖ Happy place</li></ul>
<b>Referral service</b>	<ul style="list-style-type: none"><li>❖ Have a list of organizations that meet the need and do investigation</li><li>❖ Learn a service well</li><li>❖ Find out what promotes positive social and emotional development</li></ul>	<ul style="list-style-type: none"><li>❖ Find out what hampers and destroys social and emotional development</li><li>❖ Maintain as many contacts as you can: teachers, parents, etc.</li></ul>

**Juneau Training**  
**November 7-8, 2011**



## November 7 - 8, 2011 Stronger Together Training Attendees

*Note: shaded rows indicate attendance at the November 8<sup>th</sup> training only.*

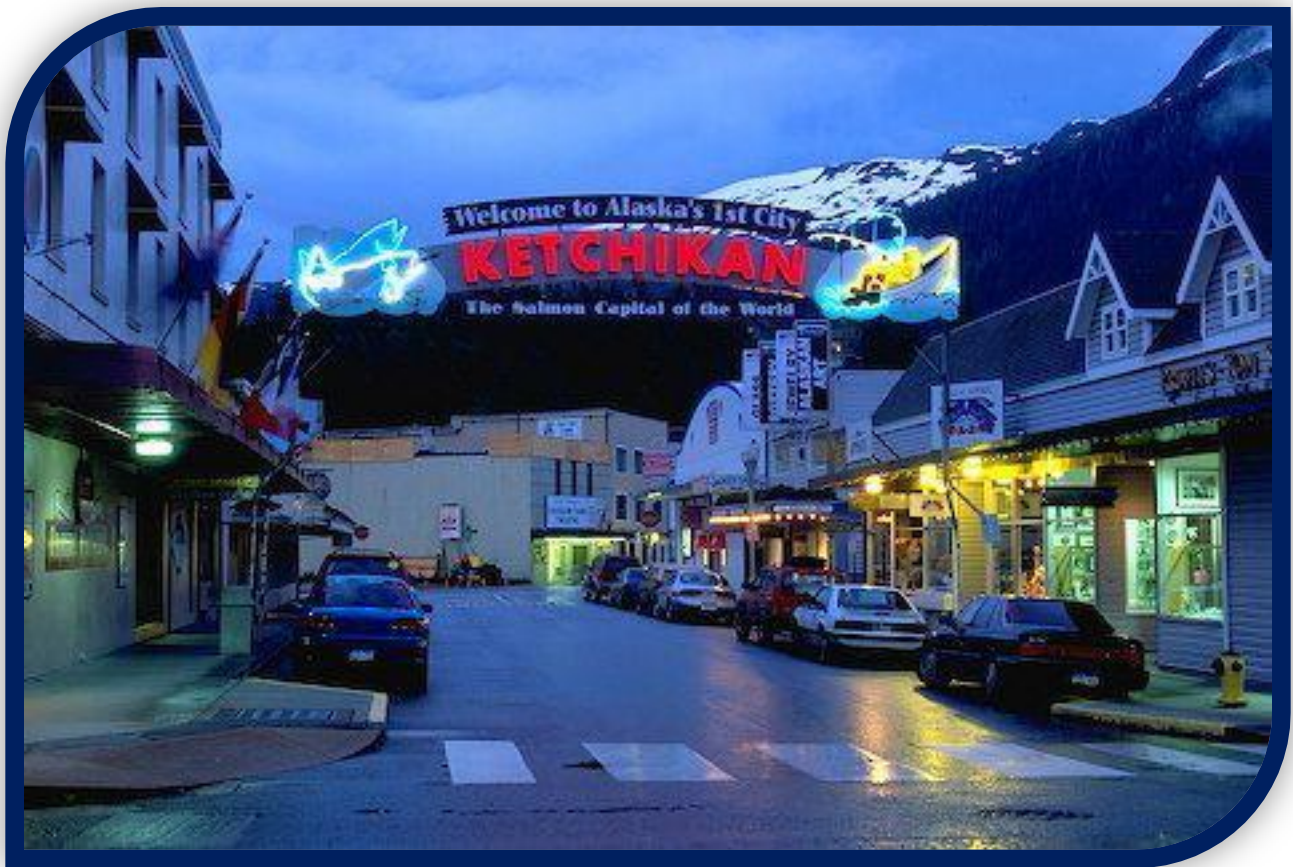
Name	Title	Organization
Bev Ingram		REACH ILP
Cheryl Zeeck		TLC/BITW
Chlora Murray		Alaska Youth & Family Network
Christa Womack		AECY
Claire Fordyce		Head Start
Cortney Kanan		Gastineau
Courtney Deguzman		GCCDC
Deana Wanner		Gastineau
Elizabeth Price		Salmon Creek H.S.
Emily Coate		AEYC
Frances Oyloe		Valley H.S.
Greg Brown		AEYC
Gretchen Boone		GCCDC
Ione Linzmeier		Glacier Valley H.S.
Joy Lyon		AEYC
Kerry Tomlinson		Sitka Counseling
Kim Naylor		JSD Gastineau HS
Laine Rinehart		Valley H.S.
Lisa Pennoyer		T&H TFYS
Lori Brooks		Taashuka Head Start
Marie Johnson		Head Start
Marrisa Peterson		Head Start
Masayo Nishiyama		Juneau Public Health Center
Meg Baier		ELP/SAFV
Meg Butler		AEYC-SEA
Molly Porter		Head Start
Nikki Morris		AEYC
Rita Antonioli		Valley H.S.
Roberta Johnson		CCT&H Family & Youth Services
RobinBergery		AEYC-SEA
Samanda Matafeo		Head Start
Samantha Adam		TLC/BITW
Shannan Whistler		GCCDC
Tiffany Holt		Alaska National Guard Family Program
Claire Fordyce		Head Start

## **What I did to make working with family a positive experience**

- Greeting
- Provided tools
- Empowered parent
- Took time to build relationship & trust
- Maintained real personal contact
- Worked with extended family
- Noticing and making self available
- Finding place to bring them together
- Deep listening and sharing and feedback
- Networking to meet needs



**Ketchikan Training**  
**November 9 – 10, 2011**



## November 9 - 10 2011 Stronger Together Training Attendees

*Note: shaded rows indicate attendance at the November 10<sup>th</sup> training only.*

Name	Title	Organization
Adrienne O'Brien		Community Connections
Barb Laman		Tribal Child Support
Carrie Wallace		Head Start
Cassie Johnstone		PH KMC CDC
Cheryl Dewitt		Wish
Cheryl Elliott		Fawn Mountain Native Pre @ Pioneer Home
Cindy Arriola		Ketchikan Head Start
Cynthia Taylor		Taylor Made
Jan Jorgensen		CC
Jennifer Hamilton		Taylor Made
Jessica Mills Clark		ELP/AEYC
Karen Thompson		Wish Resource Specialist
Katie Ray		Public Health
Kristin Coffin		ELP
Laurie Thomas		Community Connections
Leah Canfield		Ketchikan Indian Community Wellness Center
Maria Richey		ELP
Mary Gupatayao		Wish Family Services
Michelle Gabris		OCS Family Services
Mona Dickson		Ketchikan Head Start
Pat Stack		PHKMC CDC
Patti Green		Ketchikan Indian Community Wellness Center
Romaine Thomas		CCT&H
Ruth Sanchez		Peace Health Development Center
Sandy Johnson		Ther. Court
Sara Weston		
Sharon Creasy		IE Preschool Fawn Mountain
Sonya Childs		KGBSD
Sylvia Guthrie		Wish Child Advocate
Tandra Geska		PHKMC CDC
Wendy Weston		Ketchikan Indian Community Wellness Center
Yvonne Utabou		Saxman Head Start

## Learning Each Other's Stories (How to)

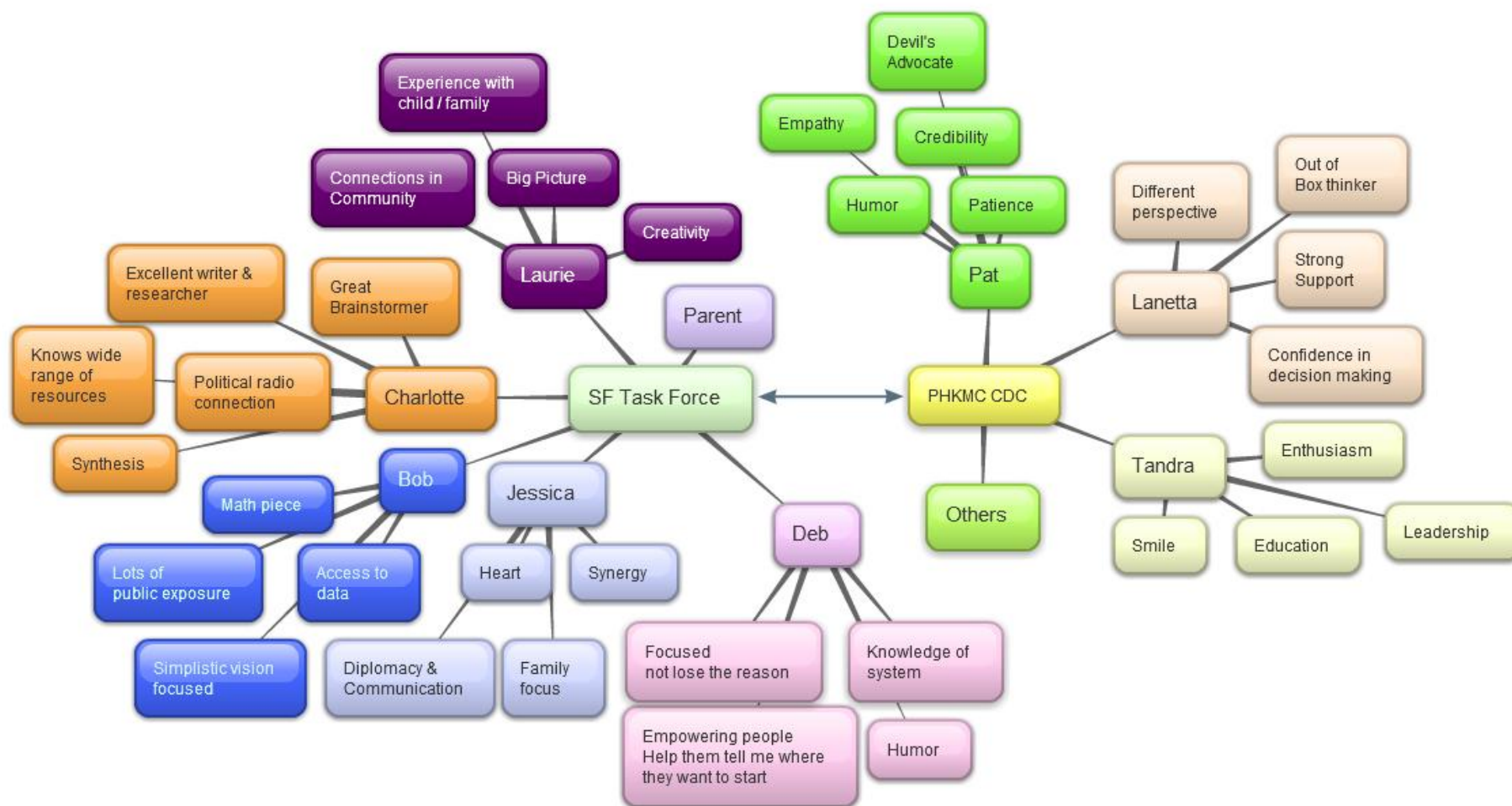
- ❖ Be consistent, build trust, show up, follow through
- ❖ Share something about yourself
- ❖ Start simple. Relate on a personal level- go outside our normal box
- ❖ Empower the individual, use strengths as a connection
- ❖ Use a round table discussion for staff to discover "who is this family"
- ❖ Use games with families to encourage sharing
- ❖ Reflect on what you are doing
- ❖ Be yourself- honest and authentic
- ❖ Be present in the moment
- ❖ Safe & confidential conversations
- ❖ Appreciate their knowledge
- ❖ Share yourself- find common ground
- ❖ Have a desire/interest to know their story
- ❖ Formulate an opening line to use
- ❖ Make time to spend time to get to know them Invite them in
- ❖ Do staff bio sheets on yourself and other staff – give them out to families
- ❖ Step outside your box and look inside
- ❖ Have internal processes that support these efforts
- ❖ New staff training, agency culture, job descriptions
- ❖ Must be integrated, not an add on
- ❖ Recognize parents are first teacher, let them know you serve the whole family
- ❖ Repeat written information verbally
- ❖ It's all about relationships  
Learn each other's stories
- ❖ Facebook- ask questions, post things of interest

## 3 Years from Now a Reporter Visits

- ❖ Identify strength within agency to tackle each protective factor
- ❖ Use pre-existing coalition
- ❖ Action plan- NO FAMILY LEFT BEHIND
- ❖ Normalize use of services for all families
- ❖ Extend through generations
- ❖ Business, chamber of Commerce, ELKS, etc. City Council- demonstrate importance of early childhood
- ❖ Acknowledge where client is at in respectful manner
- ❖ Had timeline/goals
- ❖ Ongoing training
- ❖ Rebuild relationships
- ❖ Connect different age levels/families
- ❖ Information to the public
- ❖ Dropbox to share information to connect families
- ❖ Block parties
- ❖ Whole community come together to share successes from block parties
- ❖ Movie night
- ❖ Info in stores for families
- ❖ Established goals and tools, common language, relationships between agencies
- ❖ Community response to embrace family strengths
- ❖ Assessed needs of community
- ❖ Interagency collaboration
- ❖ Join steering committee of wellness center
- ❖ Each agency donated on staff person to join the committee
- ❖ Compiled mission statement
- ❖ Parent support groups
- ❖ Child play groups
- ❖ Cultural groups
- ❖ Monthly meetings with providers
- ❖ Trainings to build bridges to families
- ❖ Timelines
- ❖ Noticed issues, focus on quality of life
- ❖ Begins with child/family
- ❖ Stakeholders came together as a team
- ❖ Educated community on the protective factors
- ❖ Parent classes
- ❖ Elected officials know
- ❖ Strengthen families
- ❖ Sustainability- Ketchikan in neighborhoods
- ❖ Identified neighborhood leaders- provided tool kits, connected to ECE and got to know neighbors
- ❖ Publicized in the newspapers
- ❖ Took full page yellow page ad- all organizations organized based on need
- ❖ KIC- all services in one building, one stop shopping for parents

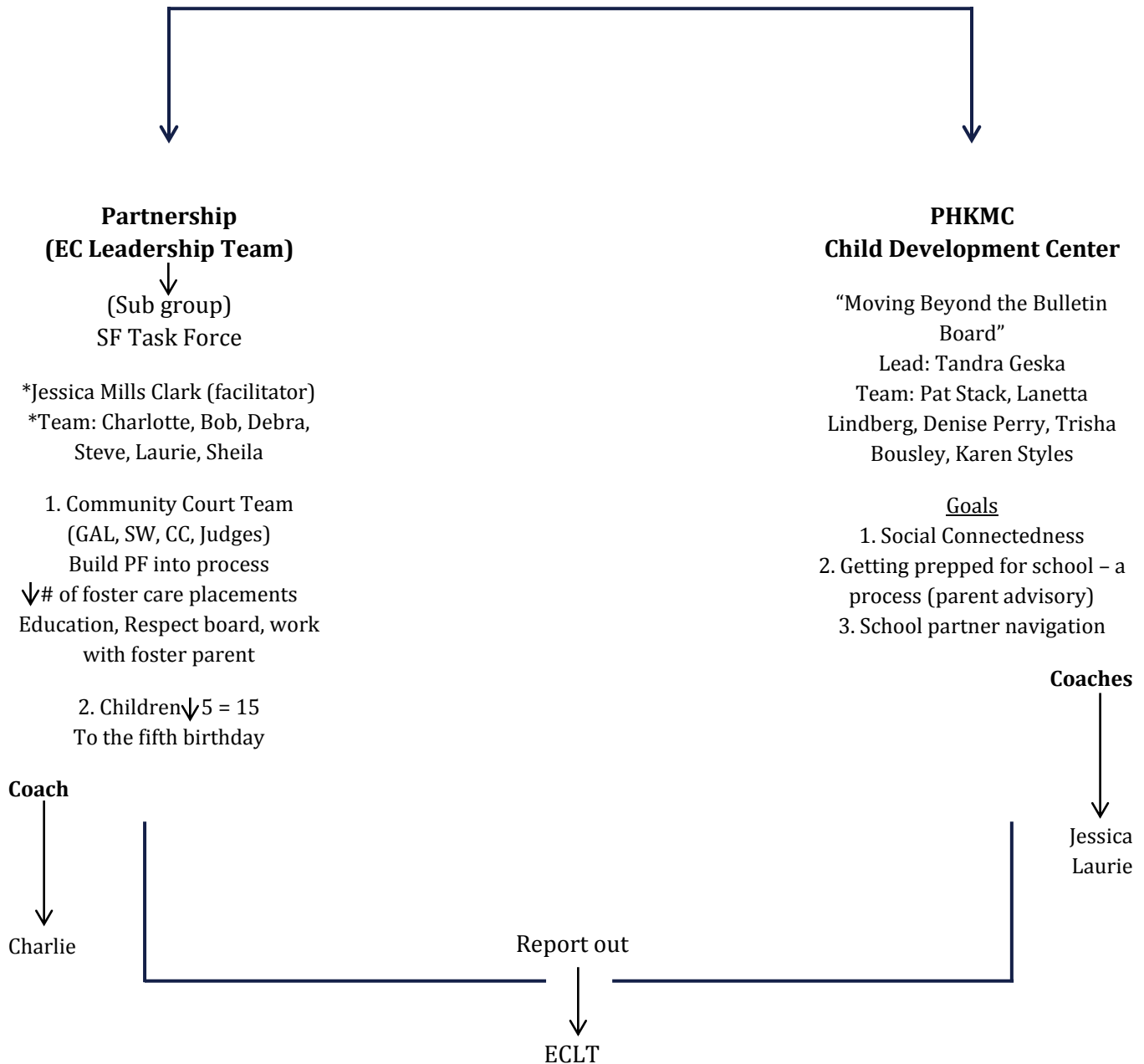
## Assets Map

Team members completed the map by identifying the assets they brought to the SF Leadership Team.



## Strengthening Families: New Program and Partnership - Ketchikan

### Ketchikan Strengthening Families



## **Vision/Core Values**

### **Task force Core Values:**

- **Commitment**
- **Compassion**
- **Relationship**
- **Awareness**
- **Collaborative**
- **Family Focus**

### Other values listed:

- Partnership
- Support
- Ethical
- Empowering
- Honesty
- Education
- Health

***CDC Core Values are being developed.***



## Strategies for Creating Welcoming Environments

*Stronger Together strategies developed by participants of the Fall 2011 training.*



## Welcome Strategies

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Shook hands</li> <li>• Bridge built and positive expectations</li> <li>• Prior relationship</li> <li>• Ask questions and made personal</li> <li>• They Took the initiative</li> <li>• Center of attention, world revolves around your</li> <li>• Smiles, eye contact</li> <li>• Personalized customer service</li> <li>• Knowing you name</li> <li>• Physically walking you to the location</li> <li>• Anticipating needs</li> <li>• Asking if comfortable , asking what you needed</li> <li>• Food was involved</li> <li>• Carved out a spot for you, sense of belonging</li> <li>• Time out of scheduled day to get to know you</li> <li>• Really focused, one on one</li> <li>• Sincerity</li> <li>• Hug</li> <li>• Acknowledge</li> <li>• Compassion – sharing perspective to put my view into prospective</li> <li>• Smile</li> <li>• Thoughtfulness – brought something we needed</li> <li>• Just for showing up – thanks</li> </ul> | <ul style="list-style-type: none"> <li>• Smile</li> <li>• Immersed into their culture/lifestyle</li> <li>• Speak in language you understood</li> <li>• Physical contact</li> <li>• Greeting</li> <li>• Place of refuge</li> <li>• Diverse tools available</li> <li>• Shared purpose/something in common</li> <li>• Seeking your input</li> <li>• Nod</li> <li>• Verbal welcome</li> <li>• Validate and say your presence matters</li> <li>• Connecting you to resources</li> <li>• Space set aside for you</li> <li>• Made a place for everyone</li> <li>• Body language</li> <li>• Preparing for you</li> <li>• Focus on you</li> <li>• Set a time that matched your needs</li> <li>• Open-hearted greeting, no hesitation</li> <li>• Ask about you</li> <li>• Invite you to participate</li> <li>• Sharing food</li> <li>• Family Gathering</li> <li>• Genuine Curiosity</li> <li>• Used multiple learning styles</li> <li>• Acceptance without bias</li> </ul> |
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Welcome Strategies	
<ul style="list-style-type: none"> <li>• Verbal thanking</li> <li>• Story connected to story</li> <li>• Family accepted me</li> <li>• Hugs</li> <li>• Polite</li> <li>• Kisses on both cheeks</li> <li>• Made me feel at home</li> <li>• Asked me if I need anything</li> <li>• A wave</li> <li>• Accommodated</li> <li>• Food</li> <li>• Unlocked the door, came out to greet us</li> <li>• Act like I never left</li> <li>• Showed us around</li> <li>• Greeting by name</li> </ul>	<ul style="list-style-type: none"> <li>• Body language, facial expressions</li> <li>• Acted comfortable</li> <li>• Called by first name</li> <li>• Communicated beyond language</li> <li>• Remembered details about me and asked follow-up question</li> <li>• Eye contact</li> <li>• Purpose and value</li> <li>• Lots of people around you</li> <li>• Touch</li> <li>• Showed respect-greeting, let you be who you are</li> <li>• Unconditional, no stereotyping</li> <li>• Offered food</li> <li>• Non-judgmental- let you participate</li> <li>• Sharing risk together</li> </ul>

Unwelcome Strategies	
<ul style="list-style-type: none"> <li>• Excluded us by title</li> <li>• Turn around and walk away</li> <li>• No interest in who you are, don't support what you do</li> <li>• Must come talk to me, no reciprocation</li> <li>• Inconvenienced, sighing</li> <li>• No help at all</li> <li>• Unprepared for arrival</li> <li>• Grumpy, follow you around with suspicion</li> <li>• Accept you as a friend's friend, no greeting, no clarity of expectations, assumptions about what you know</li> <li>• Not valuing one's opinion</li> <li>• Asking but not wanting it</li> <li>• No valuing your experience</li> <li>• Not checking in, revisiting</li> <li>• The environment, barriers, no signage, hard to find</li> <li>• Body language, crossing arms, way you are carrying self</li> </ul>	<ul style="list-style-type: none"> <li>• No eye contact</li> <li>• Told me I'm not welcome Racial prejudice</li> <li>• Feeling something "ugly" bout us</li> <li>• Glaring</li> <li>• Vibes</li> <li>• Body language</li> <li>• Dirty looks</li> <li>• Signs "No hitch-hikers"</li> <li>• Acting through body and voice didn't like me</li> <li>• Treat you differently</li> <li>• Ignore</li> <li>• Skirt around you</li> <li>• Didn't acknowledge you</li> <li>• Security guards follow you around the store</li> <li>• Look away while speaking</li> <li>• No time</li> <li>• Not tell you what's going on</li> <li>• Not being available</li> <li>• Not prepared, dismissed</li> </ul>



This exercise offers a vivid example of the importance of intention in developing strategies to involve parents. As participants compare their excitement about involving celebrities in their programs to their excitement about involving families, there is usually a big discrepancy, with celebrities the clear favorites. Yet, parents are the biggest celebrities in the lives of their children. Participants discovered in this activity concrete strategies and examples of how to involve parents in their programs.



- ❖ Special Dinner
- ❖ Bring in people she would like to meet with
- ❖ Help her find a way to make a meaningful contribution
- ❖ Help her see how she can contribute to the well-being of families
- ❖ Call and make a contact with someone who is connected with her
- ❖ Check to see how to adapt it to her interest and her availability
- ❖ Do pre-work and find out what is most appropriate for her and then send her the invitation
- ❖ If there isn't a response you are going to find out why and change accordingly to that
- ❖ Connect to what he loves and something he is interested in
- ❖ Demonstrate the need
- ❖ Reach out to how it is going to benefit to the whole family
- ❖ Reach out to what will be of most interest to his child
- ❖ Talk about importance of culture and early childhood and how it connects with him
- ❖ Talk about how it will benefit him
- ❖ Use Google plus and technology to reach out
- ❖ Ask him to contribute something to the community based on what is important to him
- ❖ Connect to his deepest values and the alignment with your values
- ❖ Highlight how whatever he contributes now will have a lifelong impact
- ❖ Show how he can be a role model for everyone in the community
- ❖ Creating an opportunity to have a deeper connection that can have a deeper impact
- ❖ Connecting to a cause that is dear to his heart
- ❖ Invite her as a inspiration to help children set goals and dreams
- ❖ Set connection based on a common interest
- ❖ Invite her to be a mentor
- ❖ Informal networking
- ❖ Sharing why she is important
- ❖ More formal invite-have children and families write letters
- ❖ Share the impact of past experiences and the difference that has made
- ❖ Ensure her comfort
- ❖ Ask other families to help donate things to ensure her comfort, ask about her preferences (cookies, etc.)
- ❖ Start by sending a thank you gift and telling her how she has inspired us
- ❖ Your gift is based on what is of interest and importance to her
- ❖ Share why you are important to the community and your vision for the future
- ❖ Demonstrate further the possibility of what you do
- ❖ Give a specific way in which she can help
- ❖ Showing how what happens here could be spread to the wider community
- ❖ Made a slogan related to her interest (Growing Hope Organically)
- ❖ Honor her and have her do something special at the event
- ❖ Showing her how this will be accessible to everyone

- ❖ Determine why she wants to come to your center
- ❖ Help her understand the impact and the difference she could make with your school
- ❖ Show how this can help her network and this being a PR benefit to her
- ❖ Open doors of opportunity for her
- ❖ Connect to things of a real interest to her.
- ❖ Network through a connection
- ❖ Finding the commonalities, connecting to her values
- ❖ Use personal connections
- ❖ Know a lot about what is important to her, education on what she knows and understand
- ❖ Children and Center write a letter, contact in two different ways
- ❖ Point out how meaningful his life it to the children
- ❖ Role model
- ❖ Strengths of him and opportunities to share them
- ❖ Connection to his passion and looking for a partnership that is near and dear to him
- ❖ Connect to interests
- ❖ Help him be recognized and a public connection to his contributions
- ❖ Activities that is culturally appropriate to families and his expertise on cultural involvement
- ❖ Networking through a foundation to connect
- ❖ Use WHATEVER it takes to get him involved
- ❖ Connect to her values and that there is a special need on what she can do
- ❖ Community connections and partnerships
- ❖ Appeal to her as a mother and show benefit to her whole family
- ❖ Network with connections at a national level
- ❖ Ally who will accompany her
- ❖ WHEN YOU PARTNER WITH FAMILIES YOU GAIN ENERGY
- ❖ Name in her honor
- ❖ Share your vision, connect to her life story
- ❖ Connect to needs of family and community
- ❖ Share the impact she can make
- ❖ Theme song that kids will sing
- ❖ Giver her benefits from her contribution
- ❖ Send LOI
- ❖ Give background and statistical information
- ❖ Connect to her cause and passion
- ❖ Will help enhance success – show her relevance
- ❖ Demonstrate the difference it will make
- ❖ Make activities related to her interest
- ❖ Make it fit her agenda, so it will interest her
- ❖ Connect with values
- ❖ Network, build on connections to take your cause to her
- ❖ Demonstrate how he is great role model
- ❖ Help connect with other parents
- ❖ Use his experience to help other people set goal and help other parents advocate for their children
- ❖ Build on social connections
- ❖ In-person invitation
- ❖ Get a group together to talk
- ❖ Have children provide invitation
- ❖ Know about his family
- ❖ Connect to family culture
- ❖ Take interesting photos of kids
- ❖ Send invitation in different ways: video of kids, make creative action film, enticing interest-catching invitation

- ❖ Base activity on his interest
- ❖ Go beyond your assumptions and research his life experiences
- ❖ Demonstrate how he can inspire children and make a difference for them
- ❖ Ask him to share his cultural background & spiritual values
- ❖ Follow-up with phone calls
- ❖ Extend connection to media as far as you can
- ❖ Show her and link her to what is of most benefit to her
- ❖ Be thoughtful about location
- ❖ Prepare material in advance
- ❖ Afterwards send media and follow-up information about the benefits
- ❖ Entice him about benefits for community
- ❖ Do event based on his interest and your program values
- ❖ Connect to the extended family
- ❖ Connect celebrities together based on their talents
- ❖ Have to go big, something to entice her
- ❖ Connect it to the children
- ❖ Entice her based on what you know she likes
- ❖ Use what you know is meaningful to her
- ❖ Send her something for her dog
- ❖ Do research to learn about what she values
- ❖ Link her values to your program
- ❖ Work around her schedule, network with her people
- ❖ Get community members to send invitation
- ❖ Send invitation, children will say why they want him to come, with pictures
- ❖ Let him know there will be cultural activities, and tours, give him choices
- ❖ Ask him to speak about his own life experience
- ❖ Show him how it would be benefit to him
- ❖ Tell him he can be role model and make a difference in the life of a child
- ❖ Event based on what she is passionate about and honor her
- ❖ Send formal invite and letters of recognition and appreciation
- ❖ Use children's art to connect her dreams and children's dreams
- ❖ Create community program- link community to school
- ❖ Have event that connects to his life, vision
- ❖ Demonstrate community need
- ❖ Tie to legislature and community leaders
- ❖ Demonstrate diversity in community
- ❖ Tie in beauty of Alaska
- ❖ Raise money to make it happen
- ❖ Multiple agencies-demonstrate interest, letters of support
- ❖ Demonstrate his gifts through event
- ❖ Explain why you want him and how he can role model
- ❖ Teach children about what he cares about, make video and send to him
- ❖ Try and meet his needs and what his agenda is
- ❖ Link it to community network
- ❖ Connect to another community event

- ❖ Research his family to appeal to his values
- ❖ Show impact he can have and his connection to you
- ❖ Provide support based on what has meaning to him
- ❖ Ask him to share his own hopes and dreams with children
- ❖ Demonstrate what an inspiration he can be and how his commitment can make a difference
- ❖ Show many different ways he can use his life experiences to work with children
- ❖ Help show how his challenges can inspire others
- ❖ Reach out to his extended family
- ❖ Show benefits you can offer to his family
- ❖ Use environment and connect with possibility of adventure
- ❖ Connect the ask to his needs
- ❖ Connect to his interests and cultural diversity of his family
- ❖ Show benefits of all that your community has to offer
- ❖ Mold program to each child
- ❖ Use his talents and success
- ❖ Touch his heart
- ❖ Explain some things you are struggling with
- ❖ Make our culture visible to her
- ❖ Explain own unique needs and importance to her
- ❖ Create fun activities for the whole family
- ❖ Research what the need is here and show how he can help
- ❖ Special event that he can participate in
- ❖ Potluck, create play based on his values
- ❖ Wider-scale appeal (PR)
- ❖ Public invitation
- ❖ Supported by letters from parents
- ❖ Express your deep appreciation
- ❖ Use statistics to demonstrate the need
- ❖ Connect with her passion
- ❖ Personally invite

This exercise demonstrates that we live in a climate where stereotype and bias are embedded in the fabric of our communities. While uncomfortable, it will open a dialogue on the concepts of internalized oppression, fabric oppression, and covert vs. overt forms of oppression. It is important to extend the discussion to include the impact of stereotype and bias on the lives of children and families.



- ❖ To identify the holes in our curriculum
- ❖ Seek out additional training
- ❖ Look for the bias in all of our classroom material, where are we missing multi-cultural materials
- ❖ Use the things about bias to learn about bias, think about how are you actively teaching?
- ❖ NAEYC website has excellent resources
- ❖ Materials bias, look for it- than censoring
- ❖ Curriculum and age groupings
- ❖ Continuing to advocate to agency wide advocacy program
- ❖ Create and mentor around cultural exposure, holiday celebrations
- ❖ Educating and celebrating- the bias “CELEBRATE BY JULIE BISSON”
- ❖ Lack of education can be a bias
- ❖ Helping the staff coach the dialogue
- ❖ How do we intervene and how do teachers feel confident in intervention
- ❖ Address when we hear and see it – calling each other out first
- ❖ Giving a safe place to speak out
- ❖ Getting to know our staff in a better way – during staff meetings – asking at a deeper level about the staffs bias and culture
- ❖ Long-term / forever work, developing a more thoughtful process, make a committee or establish as a meeting norm, an article that looks at this issue, it is ongoing work.
- ❖ Commitment to work in this way. Making a connection of hope and energy.
- ❖ Using our energy to create change to bring about hope and joy.
- ❖ How we engage is very meaningful. WE have a lot of power to impact change. The hope for children
- ❖ Shifting the culture, giving families hope and joy. Ability to advocate for their child
- ❖ Make a welcome song in all fourteen languages – for two weeks- kids wanted to hear.
- ❖ Own up to our silence, it is doing harm. Realize that by recognizing we can dismantle bias by speaking up.
- ❖ The influence we have on parents through their children
- ❖ Develop conversational times to have the “conversation” about bias
- ❖ Build this into a staff meeting, impetus to open the dialogue
- ❖ Shifting how are we formulate our conversational and meeting times.
- ❖ College instructors meet to dismantle bias
- ❖ Team trainers get together and help trainers to embed into their training are we embedding this into our daily life?.
- ❖ Understand the way in which we work with children. Instead of dealing with kids, mediating how the children respect. Rather than help children allow them to explore.
- ❖ “fill the bucket” – Everybody has their own buckets.
- ❖ Super Friends book, on friendship.
- ❖ Listen to their communication, get into their free play time,
- ❖ Do deal with children, get down there and mediate the children.
- ❖ If you hear the children talking in this way, talk to the parent about this. We are conveying bias all the time
- ❖ NOTICE the play environment and how it promotes our dialogue

- ❖ Educate individuals on how the terms impact your life. Call it.
- ❖ Have a child of each race “know” a child to be open and comfortable to the world
- ❖ Intentionally look at your curriculum
- ❖ Stand up and expose the language being used. “What does that mean?”
- ❖ Name it.
- ❖ Anti-bias curriculum is excellent to gain a different experience (Steve is seeking videos that help his community)
- ❖ Babies, self-study and film
- ❖ Find joy in all cultures, less likely to fear
- ❖ Engaging and getting person to look at things another way
- ❖ Look at another way without passing judgment
- ❖ Apologize for what someone else did
- ❖ Self-correct
- ❖ Disagree and ask for more information (clarification)
- ❖ Exploring what else might be going on, build empathy
- ❖ “How did that make you feel?”
- ❖ Educated
- ❖ Made a comment
- ❖ Stepped outside of comfort zone
- ❖ Stood up for me
- ❖ Helped us walk in our own shoes
- ❖ Helped us appreciate ourselves
- ❖ Took a risk
- ❖ Setting example of having a dialogue with a child- Opened the door of dialogue with a child
- ❖ Leveraged their power or influence to create change
- ❖ Reframing